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Current Practices of Co-Teaching in an Elementary Inclusive School: Moving Toward Effective Co-Teaching Relationship

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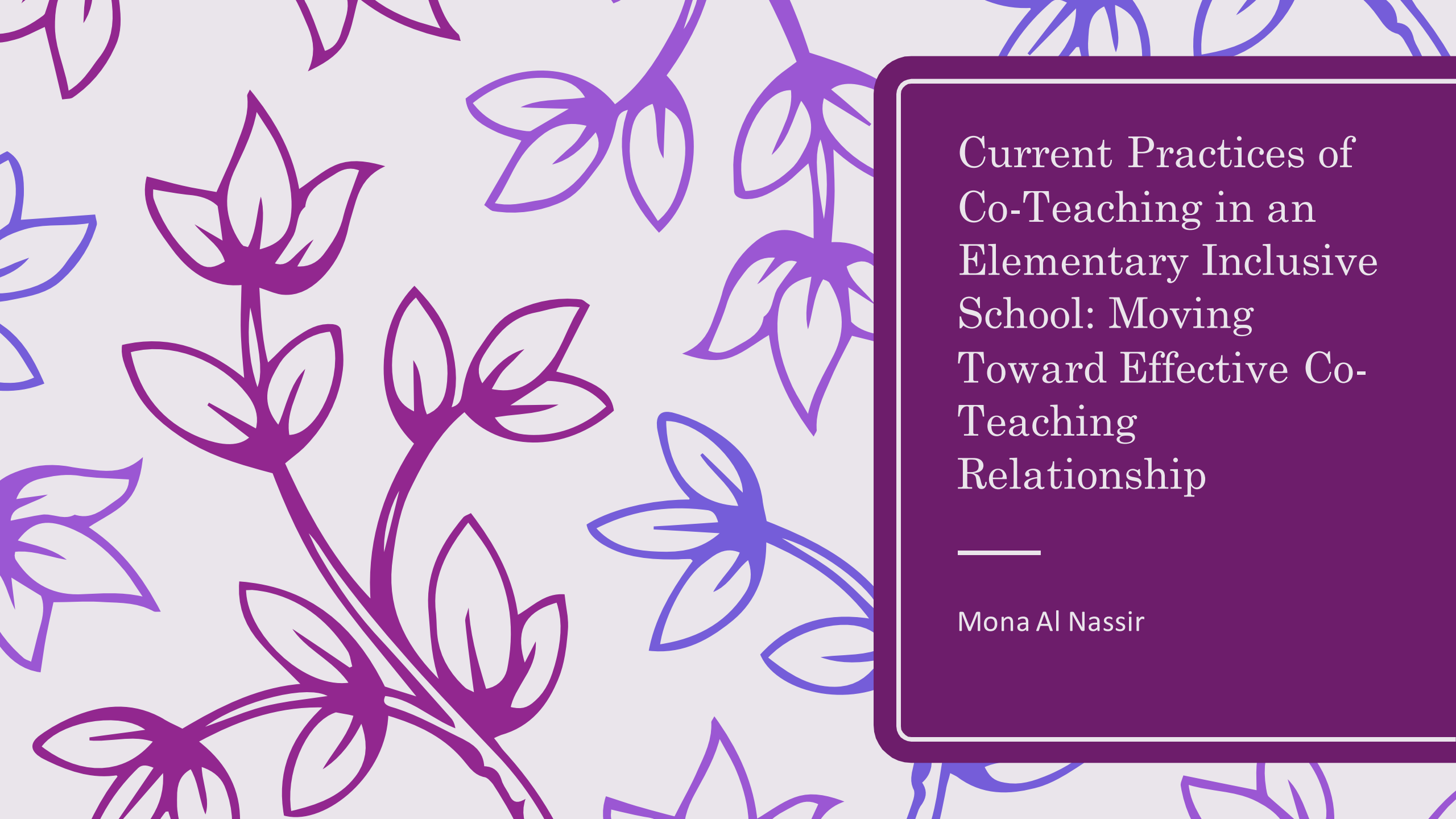
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Purpose of the Study

- The purpose of this study was to explore how co-teachers construct the co-teaching relationship while working together in the co-taught classroom.

Guiding Research Questions

- How do special education and general education teachers interact and communicate with each other while co-teaching?
- What roles do special education and general education teachers adopt in co-teaching classrooms?
- What strategies do co-teachers use to plan for effective collaboration?
- What strategies do teachers use to promote effective co-teaching relationships?

LITERATURE REVIEW



Benefits

Challenges

Promote
Effective
Relationship



METHODOLOGY

- Instrumental Case Study

Phenomenon investigated in the natural setting, it provide in-depth details on the everyday interactions and relationships of the participants- fair representation demands observation in context

Participants

- Emma

- *Special education teacher, 7 years teaching. She taught special education for three years and then co-teach in a preschool classroom for 4 years.*

- Jane

- General education teacher, 25 years teaching. She taught pre-school and kindergarten, and this is her first year in first grade.

- Mary

- General education teacher, 7 years teaching. She taught kindergarten and then moved to first grade.



Data Collection

Data Sources:

- *Observations*
- *Semi-Structured Interviews*
- *Documents*



FINDINGS

- **Building the Relationship**
- **Roles and Responsibilities**
- **Using Co-Planning Time**
- **Ongoing Relationship**
- **Challenges**



Questions and Comment

Thank you very much
